DOCUMENT RESUME

ED 073 355 AC 014 226

TITLE	Inventory of Readiness for Literacy. Phase 2: Auditory Discrimination.
INSTITUTION	New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
PUB DATE	72
NOTE	39p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Basic Education; Adult Education Programs; *Auditory Discrimination; Auditory Evaluation; Auditory Tests; Curriculum Planning; *Illiterate Adults; Literacy Education; *Reading Readiness Tests

ABSTRACT

This inventory, the second in a series of two, is designed to assess the auditory discrimination of illiterate adults in order to identify specific deficiencies that may hinder the process of learning to read. It is intended as an aid to curriculum planning. The second inventory consists of a 21-minute tape plus this manual, which contains instructions for administering, directions for scoring, and suggestions for interpreting. In addition, student response sheets and scoring sheets suitable for duplication are included. A script and suggestions for making the tape are also included. (Author/KM)

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Inventory of Readiness for Literacy

Phase 2: Auditory Discrimination

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ED 073355

The University of the State of New York • The State Education Department
Bureau of Continuing Education Curriculum Development • Albany • New York • 12224
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TO: Directors of Continuing Education and Coordinators of Adult Basic Education

FROM: Herbert Bothamley, Chief, Bureau of Continuing Curriculum Development

The *Inventory of Readiness for Literacy - Phase 2 (Auditory Discrimination)* provides a means of assessing the extent to which illiterate adults possess a commonly recognized requisite to learning to read.

This manual contains instructions for administering, scoring, and interpreting the inventory. Also included are a set of student response sheets and a set of scoring sheets - both suitable for duplication.

The 21-minute cassette referred to in the manual was produced in limited quantity and for field testing only. Budgetary considerations prohibit its production in quantity sufficient for general distribution at this time. Therefore, instructors wishing to use the inventory will have to be provided with the entire script of the original tape which is included as part of this distribution. This script will have to be read to the students or the instructor may elect to make his own tape. In either case, the following guidelines should be adhered to.

- The voice should have no pronounced accents or dialects.
- The volume should approximate a strong conversational level with the exception as noted on page 2.
- The tempo should be moderately slow approximately what would be normal for giving deliberate step-by-step directions to a classroom of students. A single slash (/) indicates a one second pause, two slashes (//) a two second pause, and three slashes (///) a three second pause.
- The pitch should be identical for both words in the pairs contrasted. Avoid the common error of dropping the voice on the second word spoken.
- The pause between each word in a pair should be identical for all pairs. Avoid the common error of saying identical pairs (jail-jail) faster than contrasting pairs (gear-beer).
- Enunciation should be distinct throughout but especially so with respect to the pairs of words spoken. However, avoid a stilted, over-enunciation—especially of final consonants.
- The remainder of the script following "At this time the instructor is reminded to turn the tape to side 2," should be recorded on the second side of the tape.

This inventory will offer much needed direction to curriculum planners and teachers who are committed to the individualized approach of providing every citizen with the opportunity to learn to read.

SCRIPT FOR INVENTORY OF READINESS FOR LITERACY - PHASE 2

This is a test of your ability to hear the sounds of words./ It will help your teacher to do a better job of teaching you to read./ You must listen carefully to the words I say./ You must also listen carefully to the directions I give, for your teacher will not stop the tape and replay it for you./ Therefore, it is very important that you pay close attention to my voice at all times.// You should have a pencil ready to mark with when I tell you to mark./ You may mark by drawing a line or by circling with your pencil.//

Turn to page 1 of the test booklet.///

Page 1 has a key in the box at the bottom of the page./ At the top of page 1 is a clock and after the clock is a row of numbers and letters./ I will say a number or a letter./ In the clock row mark with your pencil the number or letter you hear me say./ Ready?/ 4//

Next is a hat, and after the hat is a row of numbers and letters./ I will say a number or letter./ In the hat row mark with your pencil the number or letter you hear me say./ Ready?/ C//

In the next row down, the lamp row, mark/ 3.//

In the next row, the flag row, mark/ A.//

In the cake row, mark/ B.//

You must now listen very carefully for my voice is going to be quite soft./

In the next row down, the telephone row, mark/ 6.//

In the shirt row, mark/ A.//

In the cup row, mark/ 3.//

In the jacket row, mark/ 1.//

In the fish row, mark/ C.//

Thank you, and now please turn to page 2.///

Page 2 has the picture of a stove in the box at the bottom of the page./ At the top of the page is a spoon and after the spoon are two flowers together that are the same, and two flowers together that are not the same.// Remember, two flowers that <u>are</u> the same, and two flowers that are <u>not</u> the same./ I am now going to say two words./ If the words are the same, put a pencil mark on the two flowers that are the same in the spoon row. If the two words are not the same, put a pencil mark on the two flowers that are not the same in the spoon row./

Listen and mark./ bus - bus//

The two words were the same and you should have put a mark on the two flowers that are the same in the spoon row./ Now look at the next row, the zipper row./ Again I will say two words. If they are the same, mark the two flowers that are the same in the zipper row./ If they are not the same, mark the two flowers that are not the same in the zipper row./

Listen and mark./ window - bell//

The two words were not the same so you should have marked the two flowers that were not the same in the zipper row./

Look at the next row, the clock row. Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./

Listen and mark./ gear - beer//

The next row is the hat row./

Listen and mark./ cad - cab//

Next, the lamp row, listen and mark/ led - lad.//

Next, the flag row, listen and mark/ thief - sheaf.//

Next, the cake row, listen and mark/ sake - shake.//

Next, the telephone row, listen and mark/ jail - jail.//

Next, the shirt row, listen and mark/ ball - ball.//

Next, the cup row, lake - lake.//

Next, the jacket row, bead - deed.//

Next, the fish row, rub - rug//

Thank you, and now please turn to page 3.///

Page 3 has the picture of a pencil in the box at the bottom of the page./ Look at the first row, the clock row./ Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./

Listen and mark./ wing - wing//

Next, the hat row, listen and mark./ gall - goal//

Next/ pet - pit//

Next/ lit - lick//

Next/ bug - bud//

Next/ lass - lath//

Next/ cope - coke//

Next/ pool - tool//

Next/ zone - zone//

Next/ fret - threat//

Thank you, and now please turn to page 4.///

Page 4 has a picture of a bicycle in the box at the bottom of the page./ Look at the first row, the clock row./ Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./ Listen and mark./ bar-bar//

Next/ bum - bun//

Next/ lāve - lāthe//

Next/ shot - shop//

Next/ wedge - wedge//

Next/ suck - sock//

Next/ vie - thy//

Next/ rich - rich//

Next/ pit - kit//

Next/ guile - dial//

Thank you, and now please turn to page 5.///

Page 5 has the picture of shoes in the box at the bottom of the page./ Look at the first row, the clock row./ Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./

Listen and mark./ rash - wrath//

Next/ chew - chew//

Next/ fag - sag//

Next/ phase - phase//

Next/ sick - thick//

Next/ wreath - reef//

Next/ map - nap//

Next/ muss - mush//

Next/ cart - tart//

Next/ cuff - cuss//

We are now going to take a break. Your instructor will stop the tape and then after 2 or 3 minutes he will ask you to be ready to take the second half of the test./ Relax./// At this time the instructor is reminded to turn the tape to side 2.

Welcome back./ And now please turn to page 6.///

Page 6 has a picture of a pie in the box at the bottom of the page./ Look at the first row, the clock row./ Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./ Listen and mark./ nip-nap//

Next/ card - car//

Next/ vine - vine//

Next/ zip - sip//

Next/ tam - tame//

Next/ cup - cap//

Next/ tess - test//

Next/ man - man//

Next/ mouth - Mao//

Next/ sot - set//

Thank you, and now please turn to page 7.///

Page 7 has the picture of a broom in the box at the bottom of the page./ Look at the first row, the clock row./ Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./

Listen and mark./ soup - Sue//

Next/ net - net//

Next/ rib - rub//

Next/ fie - five//

Next/ cod - code//

Next/ beard - beer//

Next/ jab - gab//

Next/ hid - hide//

Next/ muss - musk//

Next/ fin - fine//

Thank you, and now please turn to page 8.///

Page 8 has the picture of a tire in the box at the bottom of the page./ Look at the first row, the clock row./ Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./

Listen and mark./ tooth - toot//

Next/ Sue - sued//

Next/ fume - foam//

Next/ tire - tie//

Next/ game - game//

Next/ mule - mull//

Next/ pad - pod//

Next/ her - heard//

Next/ pig - peg//

Next/ spoke - stoke//

Thank you, and now please turn to page 9.///

Page 9 has the picture of a nail in the box at the bottom of the page./ Look at the first row, the clock row./ Listen to the two words I am going to say./ If they are the same, make a mark on the two flowers that are the same in the clock row./ If they are not the same, make a mark on the two flowers that are not the same./

Listen and mark./ fail - feel//

Next/ brown - browned//

Next/ don - din//

Next/ team - time//

Next/ boo - boot//

Next/ load - load//

Next/ seed - said//

Next/ mute - mite//

Next/ bug - beg//

Next/ came - comb//

Thank you./ Be sure that your instructor has collected all of your pages./ By taking this test you have helped your learning center to do a better job of teaching you and others to read.

FOREWORD

This inventory, the second in a series of two, is designed to assess the degree to which adults who are illiterate possess some of the more commonly recognized requisites for learning to read. *Phase I*, which was distributed in October 1972, measured visual discrimination and select cognitive abilities; *Phase 2* measures auditory discrimination and consists of a 21-minute tape plus this manual which contains instructions for administering, directions for scoring, and suggestions for interpreting. In addition, student response sheets and scoring sheets suitable for duplication are included.

The need for such a program was initially brought to the attention of the State Education Department by Alice Perlman and Elaine Copeland of the New York City Adult Basic Education Program, who, with the assistance of Olga Diaz, Alison Cattan, and George Michaelis designed some preliminary materials. A consultative team comprised of James T. Fleming, associate professor, and Edward R. Sipay, professor, both at the State University of New York at Albany, and Virginia A. Rovelli, supervisor of reading, Ballston Spa Schools, devised the inventory represented by this publication and its accompanying tape.

George K. Tregaskis, associate in the Bureau of Continuing Education Curriculum Development, coordinated the efforts of the team, and directed the production of the tape and instructor's manual. Lois Matheson, associate, Unit on Basic Continuing Education, acted as liaison between her unit and this bureau.

It is anticipated that this effort to identify specific deficiencies which may hinder the process of learning to read will provide much-needed direction to curriculum planners and instructors who are committed to the task of providing every citizen with the best possible opportunity to become literate.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
Curriculum Development

GORDON E. VAN HOOFT, *Director*
Division of School Supervision

MESSAGE TO THE INSTRUCTOR

As an instructor in adult basic literacy you are aware that, at entry level, your students possess varying degrees of reading readiness. No doubt you have noticed that the divergence of ability to profit from formal instruction in phonics and word analysis becomes particularly apparent during the initial stages of establishing sound-symbol associations. The problem for some students may be that they are not aware of certain sounds of the English language. This may be due to poor speech habits, the exclusive use of a nonstandard dialect, unfamiliarity with the English language, or impaired auditory acuity. While a hearing loss can be remediated only by medical attention, the remaining causes of deficient auditory discrimination have proven to be amenable to classroom instruction. This instruction should focus the student's attention on sounds of the English language which previously they had ignored - in both listening and speaking.

Being aware of the sounds of our language - being able to hear them and reproduce them - is essential to associating them with the letters or combination of letters used to represent them graphically. This association is basic to the process of encoding or writing; and the association of the symbol or succession of symbols with the sound is basic to the process of decoding or reading. This inventory will facilitate the instructor's task of identifying those sounds of the English language which are not part of the student's field of awareness. Once an auditory discrimination profile is developed for each student, instruction can then be devised for individuals or for groups of students who evidence difficulty in discriminating the same sounds.

It is suggested that, during instruction, the teacher refrain from referring to "the correct pronunciation" of words but rather, employ more objective statements such as: "The sounds that are represented by these letters in this word are _____." It is further suggested that the instructor avoid becoming involved in the changes of pronunciation that occur in a word when it is spoken in a sentence. The sounds should be presented in words, and for the purposes of defining the word, it may be used in context. For drill and reinforcement the word should be presented in isolation.

In the interest of increasing the utility of this inventory through subsequent revisions, and as a means of designing a curriculum to teach auditory discrimination, instructors using this inventory are encouraged to communicate their results to George K. Tregaskis, Bureau of Continuing Education Curriculum Development, State Education Department, Albany, New York 12224.

MONROE C. NEFF, *Director*
Division of Continuing Education

Instructions For Administering The Inventory

This inventory may be administered individually or to groups of eight or less. All should be seated within 8 to 10 feet of the tape recorder. Any attempt to administer the inventory to a larger group would necessitate the seating of some students a greater distance from the tape recorder than is recommended. Being an inventory of auditory discrimination, seating any student more than 8 or 10 feet from the tape recorder would put that student at a distinct disadvantage and would invalidate his results. Therefore, in order to use this inventory to gather information in which the instructor can place confidence, it is strongly recommended that the group taking the inventory be kept small. It is also imperative that the testing environment be as free as possible from distracting noises.

A quality tape recorder with good fidelity should be used and the tone and volume adjusted so that the instructor, while sitting facing the recorder at a distance of approximately 10 feet, is able to hear distinctly the first half of the inventory of auditory acuity (items 1-5 of the first page) but just barely able to hear the second half (items 6-10).

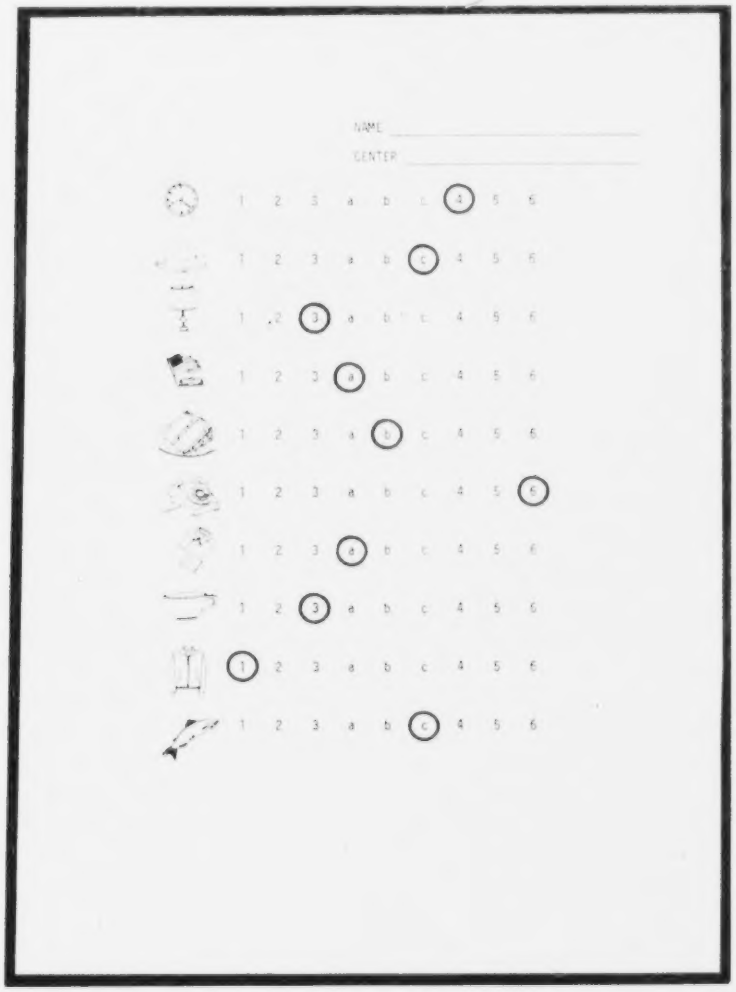
The students should have several pencils ready to use and should enter their names on all nine answer sheets before the testing is begun. Depending on the level of the students, the instructor may wish to check each student's set of answer sheets before playing the tape to verify that they are in proper sequence. Some instructors may find it more effective, particularly when administering the inventory to a group, to have stapled together sets of the answer sheets before distributing them to the students.

Once the tape is started, the instructor needs only to monitor the students to ascertain that they are understanding the directions, and are entering their responses on the proper page and on the proper item line. All the directions are given verbally via the tape. Side one of the cassette runs 12 minutes, after which time the instructor is directed to allow the students to take a short break, and is further directed to turn the tape to side two which contains the last 9 minutes of the inventory. *At no time should any part of the tape be replayed for the students' benefit.* At the completion of the inventory, the instructor should collect all the answer sheets, and then follow the directions provided in the next section for scoring the inventory.

Instruction For Scoring The Inventory

The eight pages of this manual immediately following "Interpreting The Results Of The Inventory" contain the scoring sheets for the inventory. They should be removed from the manual and a set duplicated for each student to whom the inventory is administered. Each student's set of answer sheets must be scored separately. For each student:

- Score page 1 comparing the student's responses with the correct answers which are indicated on the facsimile page below.

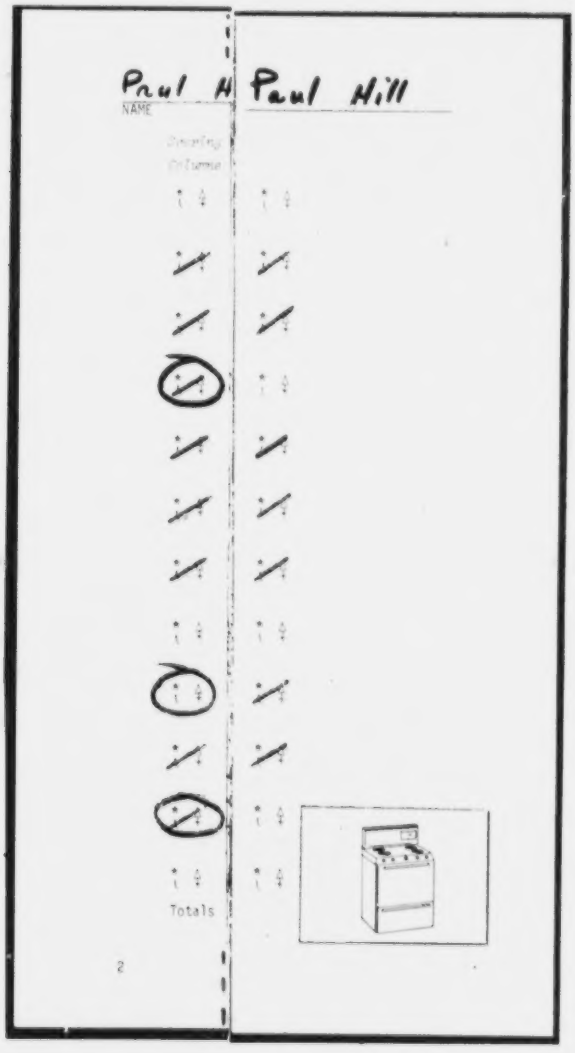


If, on page one the student made more than two incorrect responses on the first five items, or more than three on the last five items, it is an indication that his hearing may be impaired and therefore his performance on the remainder of the inventory is not a valid sampling of his ability to make auditory discriminations.

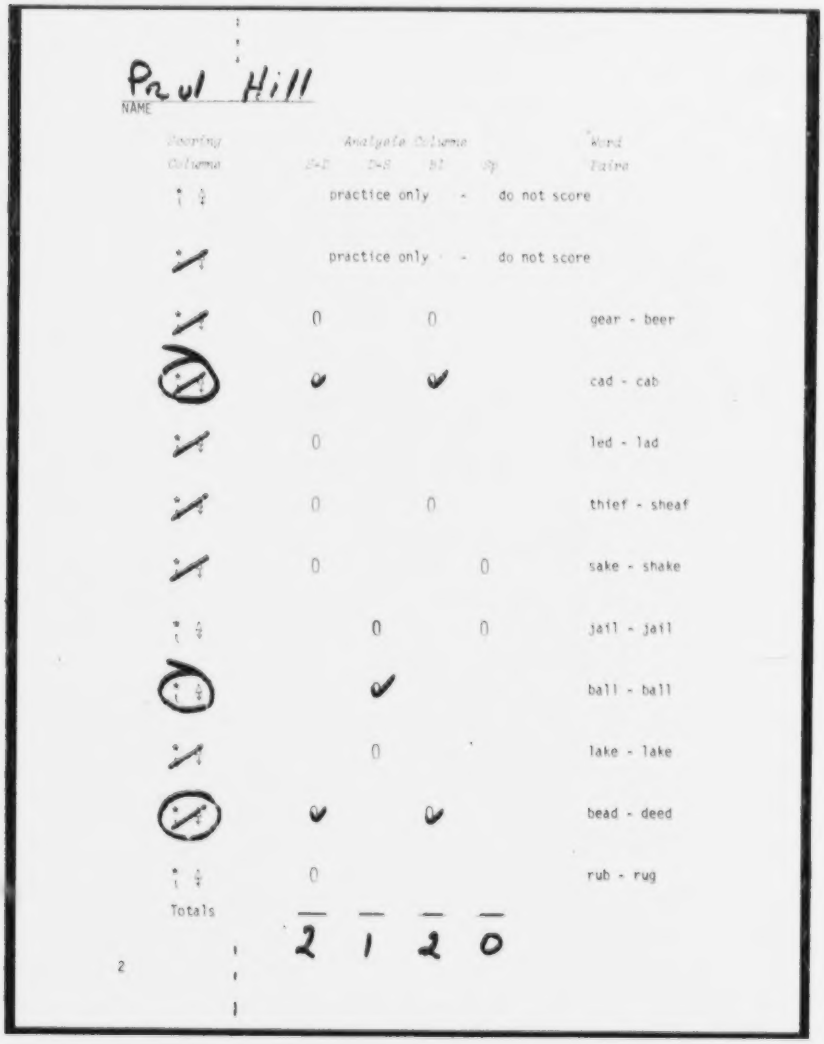
- Prepare the set of scoring sheets by folding each page on the dotted lines, arranging them in numerical order, and writing the name of the student in the spaces provided.

- Place the folded scoring sheet number two over the student's answer sheet number two so that the column of pairs of flowers that are different is lined up just to the left of the column of pairs of flowers that are different on the student's answer sheet.

- Compare each of the student's answers with the correct answers indicated under the Scoring Columns of the scoring sheet. If the student's answer is not correct (e.g., the pair of flowers is not marked when it should be or the pair of flowers is marked when it should not be), circle the corresponding pair of flowers in the Scoring Column. See sample below.



- Remove the scoring sheet and examine the student's answer sheet. If, in any instance the student marked both pairs of flowers, or neither pair of flowers, circle the corresponding set of flowers on the scoring sheet.
- Repeat the procedure for scoring sheets and answer sheets three through nine.
- Unfold all the scoring sheets.
- If a pair of flowers in the scoring column of the scoring sheet has been circled, put a check (✓) in the oval or ovals to the right of them. See sample below.
- Repeat this procedure for each scoring sheet.
- Total vertically all the checked ovals in each of the four columns (*S-D*, *D-S*, *Bl*, and *Sp*). See sample below.



Paul Hill
NAME

Scoring Columns	Analysis Columns S-D	D-S	Bl	Sp	Word Pairs
	practice only	-	do not score		
	practice only	-	do not score		
	0	0			gear - beer
	✓	✓			cad - cab
	0				led - lad
	0	0			thief - sheaf
	0			0	sake - shake
		0		0	jail - jail
		✓			ball - ball
		0			lake - lake
	✓		✓		bead - deed
	0				rub - rug
Totals	2	1	2	0	

- Compile the grand totals for each of these columns on the double lines of scoring sheet nine. See sample below.

Paul Hill
NAME

Scoring Columns	Analysis Columns S-D	D-S	Bl	Sp	Word Pairs
	0				fail - feel
	0		0		brown - browned
	0				don - din
	0				team - time
	0		0		boo - boot
		0			load - load
	0				seed - said
	0				mute - mite
	0				bug - beg
	0				came - comb
Totals	1	0	0	0	
	5	2	3	1	

9

Interpreting The Results Of The Inventory

It is not the intent of this inventory to provide a means of comparing the auditory discrimination abilities of an individual with a standard of performance derived from a large population. Therefore no norms have been made available.

The intent of the inventory is to identify, on an individual basis, specific phonemes of the English language that may warrant special attention during the initial teaching periods of a basic literacy program. Therefore, the analysis columns of the score sheets have been so arranged as to make possible an item analysis of student errors. This analysis is further facilitated by the pairs of words that were contrasted being included in the far right column. Using this information, instructional strategies to increase a student's auditory discrimination can be devised with greater precision.

A word of explanation regarding phonemes may be necessary. A phoneme is the minimal sound that makes a semantic difference between two words. For example, the difference between *cat* and *cats* is the phoneme *s* which changes the meaning conveyed from singular to plural. There is only one sound that is different between the words *nip* and *nap*, between *pig* and *big*, and between *tin* and *tip* but the differences made by the contrasted medial vowels, initial consonant, and final consonant, respectively, effected a semantic change. Therefore, the short *i* and short *a*, the initial *p* and initial *b*, and the final *n* and final *p* are identified as six of the phonemes or sounds that are used in English speech. In this inventory, no pair of words that has been contrasted differ by more than one phoneme. Therefore, the analysis makes it possible to identify pairs of phonemes that the student has difficulty discriminating or single phonemes that he fails to discern.

A check in the *S-D* column indicates that the student determined that the pair of words he heard were the same when, in fact, they were different. A check in the *D-S* column indicates that the student determined that the pair of words he heard were different when, in fact, they were the same. If a student has more than seven check marks in the *D-S* column, this may indicate that the student failed to follow the directions, and that the remainder of the test is invalid. A check in the *Bl* column indicates a phoneme or phonemes that may be especially troublesome for those who speak a black dialect. A check in the *Sp* column indicates a phoneme or phonemes that may be especially troublesome for those who speak Spanish as their native language.

NAME _____

Scoring Columns	*S-D*	*D-S*	*Bl*	*Sp*	*Word Pairs*
	practice only		-	do not score	
	practice only		-	do not score	
	0		0		gear - beer
	0		0		cad - cab
	0				led - lad
	0		0		thief - sheaf
	0			0	sake - shake
		0		0	jail - jail
		0			ball - ball
		0			lake - lake
	0		0		bead - deed
	0				rub - rug
Totals	___	___	___	___	

NAME _____

Scoring Columns	*Analysis Columns* S-D	D-S	Bl	Sp	*Word Pairs*
		0			wing - wing
	0				gall - goal
	0		0	0	pet - pit
	0				lit - lick
	0		0		bug - bud
	0		0		lass - lath
	0				cope - coke
	0				pool - tool
	0	0		0	zone - zone
				0	fret - threat
Totals	___	___	___	___	

NAME _____

Scoring Columns	*Analysis Columns* S-D	D-S	Bl	Sp	*Word Pairs*
		0			bar - bar
	0				bum - bun
	0		0	0	lāve - lāthe
	0				shot - shop
		0			wedge - wedge
	0				suck - sock
	0			0	vie - thy
		0			rich - rich
	0				pit - kit
	0				guile - dial
Totals	___	___	___	___	

NAME _____

Scoring Columns	Analysis Columns S-D	D-S	Bl	Sp	Word Pairs
	0		0		rash - wrath
		0			chew - chew
	0				fag - sag
		0			phase - phase
	0				sick - thick
	0				wreath - reef
	0				map - nap
	0				muss - mush
	0				cart - tart
	0				cuff - cuss
Totals	___	___	___	___	

NAME _____

Scoring Columns	*Analysis Columns* S-D	D-S	Bl	Sp	*Word Pairs*
	0				nip - nap
	0		0	0	card - car
		0			vine - vine
	0			0	zip - sip
	0				tam - tame
	0				cup - cap
	0		0		Tess - test
		0			man - man
	0		0		mouth - Mao
	0				sot - set
Totals	___	___	___	___	

NAME _____

Scoring Columns	*Analysis Columns* S-D	D-S	Bl	Sp	*Word Pairs*
	0		0		soup - Sue
		0			net - net
	0				rib - rub
	0		0		fie - five
	0				cod - code
	0		0	0	beard - beer
	0			0	jab - gab
	0				hid - hide
	0		0		muss - musk
		0			fin - fine
Totals	___	___	___	___	

NAME _____

Scoring Columns	*Analysis Columns* S-D	D-S	Bl	Sp	*Word Pairs*
	0		0		tooth - toot
	0		0		Sue - sued
	0				fume - foam
	0		0		tire - tie
		0			game - game
	0				mule - mull
	0				pad - pod
	0		0	0	her - heard
		0			pig - peg
	0			0	spoke - stoke
Totals	___	___	___	___	

NAME _____

Scoring Columns	*Analysis Columns* S-D	D-S	Bl	Sp	*Word Pairs*
	0				fail - feel
	0		0		brown - browned
	0				don - din
	0				team - time
	0		0		boo - boot
		0			load - load
	0				seed - said
	0				mute - mite
	0				bug - beg
	0				came - comb
	___	___	___	___	
Totals					
	___	___	___	___	

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CENTER _____

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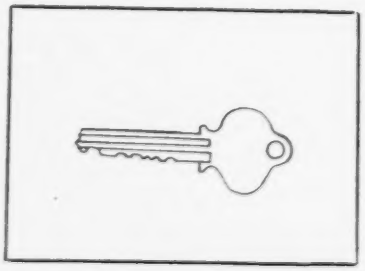

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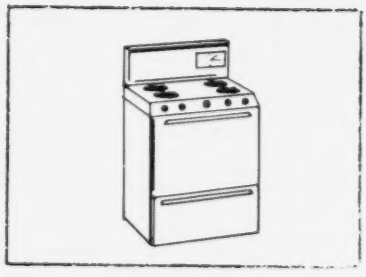

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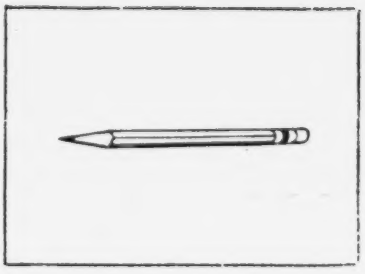

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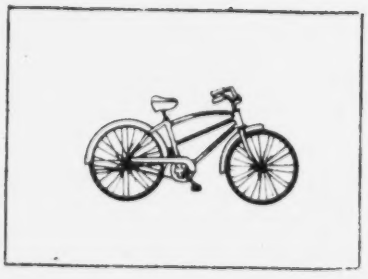

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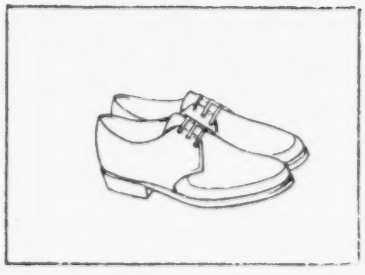

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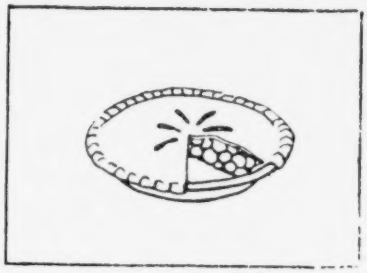

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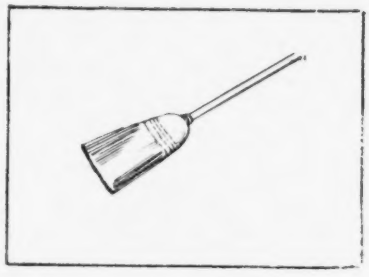

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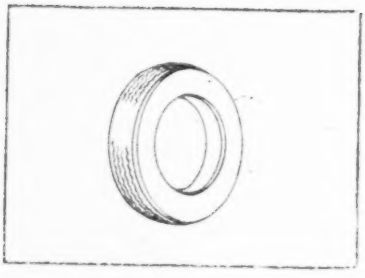

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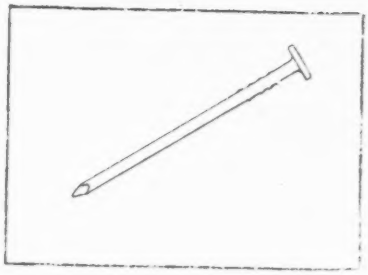

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